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ABSTRACT

A pilot project determined whether a proposed essay addition to the new General Educational Development (GED) test batteries, scheduled for release in 1988, could be successfully administered and scored in local test centers with an acceptable degree of test reliability and validity. Conducted in cooperation with the GED Testing Service, the project also investigated the logistics, costs, and effort involved in coordinating instructional and testing components. An instructional component explored various instructional strategies and curriculum materials for teaching writing skills to prospective GED candidates. The testing component involved the following: selection of GED candidates to take essay tests, coordination and scoring of essay tests, collection of data and information for project evaluation, and completion of the project evaluation survey. Project conclusions were that the essay component was effectively administered, scored, and reported at the local level; the instructional component contributed significantly to GED candidates' preparation and readiness; and the strategy of holistic scoring meets the overall objectives of efficient, effective, reliable, and valid scoring of the essay at the local level. (Appendixes, amounting to approximately three-fourths of the report, include an outline of evaluation strategies with surveys, scoring procedures, and essay test and descriptions of project procedures.) (YLB)

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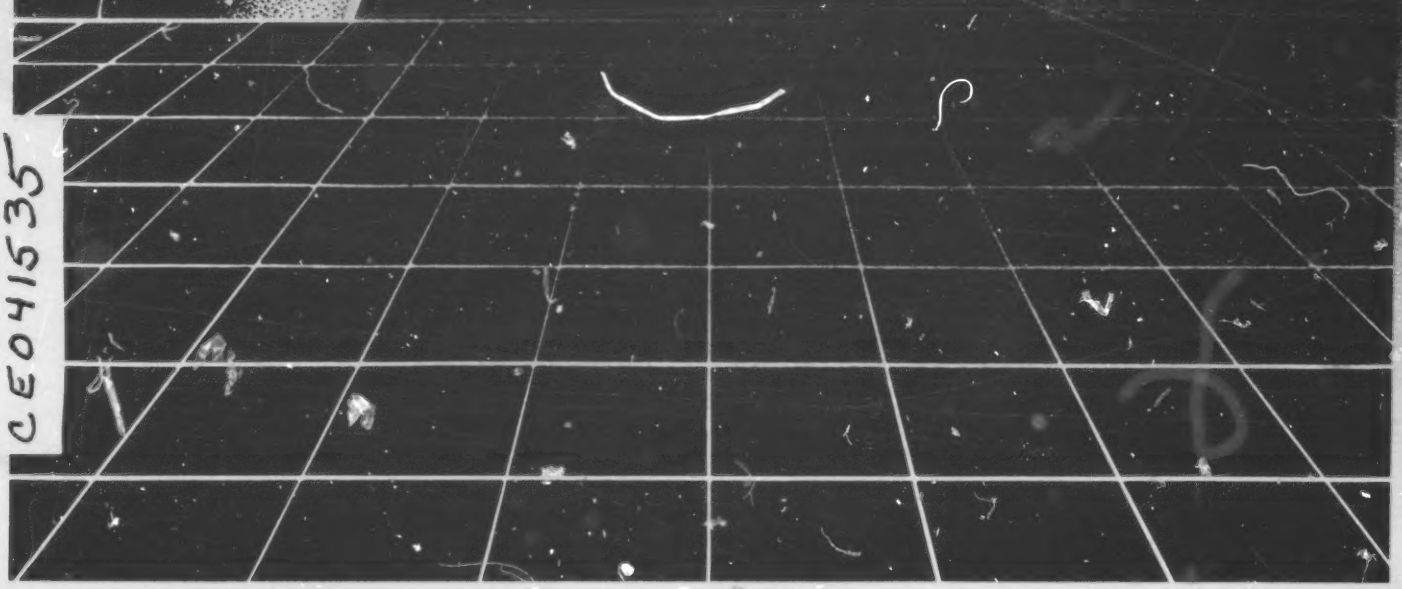
Bright Horizons



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John Hartwig

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Foreword

The Iowa GED Writing Skills Pilot Project was conducted in a spirit of mutual cooperation by the GED Testing Service, the Iowa Department of Public Instruction, and the Iowa merged area schools. It was a statewide effort which involved 15 parent test centers, 44 satellite centers, 67 transportation sites, and 150 ABE/GED classes. The project involved 120 ABE/GED instructors, writing skills essay readers, ABE coordinators, parent center chief examiners, and alternate GED examiners.

In order for the project to be successfully planned and implemented, a great deal of time was spent with the GED Testing Service, the local instructional programs, and GED testing centers communicating the various planning strategies and procedures used during the project. The unique feature of the project was the use of local involvement to achieve project objectives. The successful conclusion of the project was a direct result of the participation and decision making which occurred in each local testing district.

Introduction

Overview

This evaluation report presents the structure, format, processes, results, conclusions, and recommendations of Iowa's GED Writing Skills Pilot Project. During 1984-1985 Iowa conducted a pilot project in cooperation with the General Educational Development Testing Service (GEDTS). The project was designed to determine whether a proposed essay addition to the new GED test batteries, scheduled for release in 1988, could be successfully administered and scored in local test centers with an acceptable degree of test reliability and validity. A project of this nature would assist many other states and territories with local scoring procedures and small volume testing centers in implementing the proposed essay component. Another major aspect of the project included the investigation of the logistics, costs, and effort involved in coordinating the instructional and testing components.

Need for a Writing Skills Pilot Project

The need for a writing skills pilot project was documented by recommendations made to GEDTS by national GED test specifications committees and responses to a national survey conducted by GEDTS. The survey results indicated that a writing component should be considered for the test battery to be used in 1988. Although most survey respondents and GED administrators endorsed this idea in principle, many expressed reservations concerning the feasibility of such an addition. In order to study the costs, time required, and other important issues, GEDTS requested GED administrators and chief examiners in selected states to assist in conducting needed pilot studies during the 1984-1985 school year.

Specifically, GEDTS requested that Iowa assist in the following ways:

1. Beginning early in 1985 and continuing for three months, GEDTS requested GED examinees to complete a brief, 30-minute essay in addition to the regular GED tests.
2. Examiners were asked to assist in designing procedures for scoring the essays that minimized cost and time required, but properly addressed topic security and scoring reliability.
3. Essays were to be scored locally in a manner designed to produce results for reporting to the examinees in a reasonably short time after testing.
4. Periodically, graded essays were to be sent to GEDTS for an independent scoring by other readers; this step was essential to determine the degree to which local scoring produced results that were consistent across all test centers.
5. Chief examiners were asked to compile data concerning the costs and time required for local scoring so that study results could reflect the intended model that would be used in Iowa if the essay component were added.
6. The results were to be analyzed and summarized for sharing with GED administrators in other states before a final decision is made on the addition of the essay component.

Goals

The pilot project was designed to meet the following goals formulated by GEDTS and the Iowa Department of Public Instruction:

1. Explore a variety of instructional strategies and methodologies that can be used in teaching expository writing skills.
2. Determine which new strategies and methodologies would have to be implemented and/or changed from existing practices in testing centers if the essay were included in the 1988 GED test battery.
3. Determine the practicality of scoring the essay section of the new test battery at the local level in relation to costs, logistics, timing, scoring and reporting procedures, and overall administration.
4. Provide GEDTS with the necessary statistical and evaluative data to assist in determining the overall effectiveness of the project.
5. Provide the state of Iowa, local test centers, and GED instructional programs with evaluative data to determine potential local costs and personnel changes if the essay were included in the 1988 GED test battery.
6. Serve as a prototype for other states with local scoring procedures in establishing and implementing procedures for local scoring of the essay if it is included in the 1988 GED test battery.

An important expected outcome of the pilot project was to determine if the concept of holistic scoring could be reliably and economically accomplished in local test centers by readers trained in holistic scoring practices. Prior experience with holistic scoring in other research projects had demonstrated that essays could be scored swiftly, reliably, and with a relatively small expense in large, controlled readings of several thousand papers at a time. The purpose of the Iowa project was to determine if similar results could be obtained in situations where there were only a few papers to be scored at any one time. Obviously, the elaborate training and reinforcement procedures typically used in a controlled reading would not be appropriate to score only a few papers. The Iowa project attempted to develop procedures that allowed the same kind of accuracy, speed, and moderate cost afforded by a controlled reading. The procedures were developed with and by the instructors and examiners in Iowa who were in the best position to define their capabilities and their needs. The results of the project could assist in expanding the possible applications of holistic scoring to situations in which it was previously thought impractical.

Adult Basic Education/GED Testing Delivery System

The state of Iowa was requested by GEDTS to conduct a writing skills pilot project due to the following considerations: (1) the "GED Experience" concept, (2) the Adult Basic Education/GED instructional program (ABE/GED), (3) the GED testing program, and (4) existing procedures established for local scoring of the GED test battery.

The GED Experience, in Iowa, is defined as "the total instructional, counseling, and GED testing components of an educational program of which the ultimate goal is successful completion of the GED tests and receiving the Iowa High School Equivalency Diploma."

The GED Experience encourages an integrated approach to the three components. Each component is seen as a separate and distinct function requiring different

types and degrees of expertise. When viewed as a total concept, it suggests a successful integration of the three components into a meaningful educational experience for the GED candidate. Effective communication must occur among people involved in all three components of the GED Experience.

Adult Basic Education/GED programs are implemented through the merged area schools' adult education delivery system in active cooperation and coordination with human services agencies. The program has the freedom, flexibility, and responsibility to serve adults lacking basic skills.

Iowa has an excellent program of adult and continuing education operated through the 15 merged area schools' adult and continuing education divisions. The merged area schools were established when the 61st General Assembly, in 1965, approved legislation (Chapter 280A, *Code of Iowa*) permitting the development of a statewide system of postsecondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas.

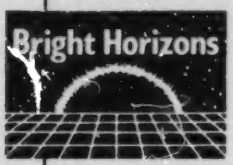
The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population across the state. Reaching the adult population and meeting its educational needs is part of the mission and public responsibility of all local, area, and state agencies and institutions. The Adult Basic Education/General Educational Development instructional program and GED testing program operate within this structure and utilize the same resources, agencies, and delivery system. (*See Appendix A for merged area schools map.*)

The Iowa GED testing structure consists of three types of test centers or sites: (1) parent centers, the administrative unit for a given testing center district; (2) satellite centers, those centers under the jurisdiction of the parent center where tests are permanently stored; and (3) transportation sites, testing sites established under the jurisdiction of the parent centers where tests are administered (i.e., job corps centers, courthouses, churches, libraries, learning centers, etc.) and returned to the parent center. The parent center chief examiners are responsible for administering and organizing the testing activities in their respective districts.[1]

Given these major considerations, Iowa's structure provided a setting in which a pilot project could provide the type of information and data needed to evaluate the feasibility of local center scoring of the essay tests. GEDTS requested that Iowa establish a "reality-based" model to reflect the type of testing situation that would have to be established, or modified from the existing structure, if the essay portion were included as a permanent part of the GED test battery. Each parent center chief examiner and ABE coordinator established local procedures which enabled their respective test districts to accomplish the goals of the pilot project. These local procedures were established in relation to general project guidelines developed by GEDTS and the Iowa Department of Public Instruction. (*See Appendix B for overall project strategies.*)

[1] Refer to *The GED Experience: Reaching Out to People. Final Evaluation Report of Iowa's Experimental GED Test Structure* for a full description of Iowa's GED delivery system. This publication is available from the Department of Public Instruction, Adult Education Section, Grimes State Office Building, Des Moines, Iowa 50319-0146.

Project Procedures



Instructional Component

A unique feature of the Iowa project was the incorporation of an instructional component with the testing component. The major reason for the inclusion of the instructional component was to explore various instructional strategies and curriculum materials for teaching writing skills to prospective GED candidates. The project had two distinct phases: phase one was designated as the instructional component and phase two was designated as the testing component.

The major objective of the instructional phase was to test the instructional strategies and methodologies in developing expository writing skills. The instructional phase was implemented four weeks before the testing phase to allow adequate lead time before GED candidates were requested to submit writing samples under testing conditions specified by GEDTS.

Phase one was implemented January 1, 1985, and ended April 30, 1985. Before January, GEDTS sent the necessary curriculum materials to the ABE coordinators. The coordinators, in turn, worked with pre-selected ABE/GED teachers, who were directly involved in the instructional phase and taught expository writing skills to GED candidates.

In mid-January, a workshop was held for all readers and teachers involved in both phases of the project. The workshop, conducted by Richard Swartz from GEDTS, concentrated on two specific areas: a review and discussion of instructional strategies and curriculum materials, and training in holistic scoring procedures. It was held two weeks before the implementation of phase two, but two weeks after the implementation of phase one. This strategy allowed the teachers enough time to become familiar with the instructional materials before the workshop and allowed the readers enough lead time to feel comfortable with holistic scoring concepts before implementation of phase two.

Testing Component

Phase two began February 1, 1985, and continued through April 30, 1985. A three-month test component was determined to be adequate to obtain the data, perceptions, and observations needed by GEDTS, the Iowa Department of Public Instruction, and local testing centers to evaluate the project. Specific strategies involving phase two were as follows:

1. *Selection of GED candidates to take the essay tests.* Candidates who were currently taking the writing skills test were asked to take the essay test. This strategy was used to provide GEDTS with the necessary data to conduct reliability studies and correlative studies between the candidates' scores on the regular writing test and the scores obtained on the essay test.
2. *Coordination and scoring of the essay tests.* Each ABE coordinator and parent center chief examiner established local procedures for test administration and scoring of the essays by the qualified readers. An important concept in the pilot project was the establishment of local procedures by the parent center chief examiners and ABE coordinators to determine the most effective strategies for implementing the writing skills project.

3. *Collection of data and information for evaluation of the project.* The major purpose of the evaluation component was to collect the data, perceptions, and observations at the local level necessary to determine the overall impact of the project. Two evaluation processes occurred simultaneously: GEDTS conducted the statistical and technical evaluation regarding the analysis of the writing samples submitted from Iowa's local centers, and Iowa provided the narrative and perceptual observations as reported by the local centers.[2]
4. *Completion of the "Iowa GED Writing Skills Pilot Project Evaluation Survey."* The survey results were completed and sent to the Iowa Department of Public Instruction for analysis. The survey results comprise the "Evaluation Results" section of this report. (*See Appendix E for phase one and phase two procedures.*)

In order to coordinate phase two of the project, a site leader was chosen for each testing district. The site leader's responsibilities included: (1) coordinating all project activities during phase two, (2) disseminating all correspondence and testing materials received from GEDTS and/or the Iowa Department of Public Instruction, (3) sending test results to GEDTS, (4) completing evaluation reports at the end of phase two, and (5) serving in the capacity of chief reader. There were 16 site leaders. In all but two instances, the site leader was either the ABE coordinator and/or the parent center chief examiner. The other two site leaders were an alternate GED examiner and a learning center coordinator. (*See Appendix G for a listing of site leaders and readers by merged area school.*)

Bright Horizons

Time Frames

The time frames for implementing the pilot project were:

Dates	Events
July, 1984	— Initial discussion relative to overall project design with GEDTS.
August-September, 1984	— Various telenetwork discussions with ABE coordinators and parent center chief examiners regarding project strategies.
October 10, 1984	— Face-to-face meeting to continue discussion relative to the different facets of the project.
October-December, 1984	— Local selection of readers by ABE coordinators and parent center chief examiners, including three readers per test district. — Curriculum materials sent from GEDTS to ABE coordinators. — Dissemination of curriculum materials to ABE/GED instructional staff. — Local determination of the number of GED candidates to participate in the pilot project by ABE coordinators and parent center chief examiners. — Local selection of ABE/GED teachers to be involved in the instructional component of the project and attend the instructional/scoring workshop conducted by GEDTS.

[2]Refer to the technical publication by GEDTS for a statistical and technical evaluation report of the four writing skills pilot projects in Washington, D.C., Maryland, New Jersey, and Iowa. This publication is available from GED Testing Service, One Dupont Circle N.W., Washington, D.C. 20036.

January-February, 1985
- Begin instructional strategies with GEDTS instructional materials by selected ABE/GED teachers.
- Coordination of instructional component with testing component by local ABE coordinators and parent center chief examiners.
- All readers, selected teachers, and coordinators participate in one-day statewide workshop conducted by GEDTS.

February 1-May 1, 1985
- Receive testing materials and instructions from GEDTS.
- Implement testing component of writing skills project.
- Send results of individual tests to GEDTS for analysis.
- Coordination of instructional and testing component by ABE coordinators, site leaders, and parent center chief examiners.
- Telenetwork meeting with ABE coordinators, site leaders, and parent center chief examiners to determine progress of testing component.
- Submit evaluation report to DPI on project results.

July, 1985
- Joint presentation by GEDTS and DPI at GED State Administrators National Conference on project results.

Writing Skills Workshop

In order to achieve the project goals, a statewide workshop was conducted by Richard Swartz from GEDTS. The goals of the workshop were: (1) to discuss writing skills instructional strategies and procedures, (2) to demonstrate the principles and techniques of holistic scoring procedures, and (3) to qualify potential writing skills essay readers to score the GED candidates' essays during the test phase of the project.

The workshop participants represented two distinct groups: lead GED teachers and instructors, and writing skills essay readers. The lead teachers and instructors were trained to teach expository writing skills in the ABE/GED classes. They were also involved in the same training that the readers received in holistic scoring principles. This strategy enabled the teachers to successfully implement the instructional component of the pilot project. Workshop participants received curriculum materials in teaching writing skills three to four weeks before the workshop. This procedure enabled the teachers to become familiar with the instructional content before the workshop.

Each merged area school selected three persons to qualify as writing skills essay readers to read and score the GED candidates' essays during the testing component of the pilot project. Each essay required an independent reading by two different readers and a third reader in cases where scores differed by more than one contiguous point on the holistic scale.[3] Therefore, during the testing phase of the pilot project, 55 to 60 persons had been trained to score the essays in local test centers.

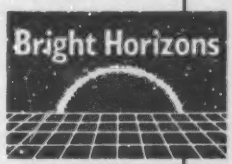
To avoid possible conflicts of interest with the instructional component, the

[3] For further information on holistic scoring procedures and principles refer to various publications produced by GEDTS. These publications are available from GED Testing Service, One Dupont Circle N.W., Washington, D.C. 20036.

persons selected as readers could not be currently teaching ABE/GED classes and had to meet as many of the following criteria as possible:

1. Background in teaching writing skills or language arts
2. Demonstrated ability to write effectively
3. Teaching experience in adult and/or secondary education
4. Willingness to accept established essay scoring standards and openness to the concepts and principles of holistic scoring procedures
5. Familiarity with GED test administration procedures and practices.

The selected readers represented a diverse background of talents and expertise. The readers were writing specialists, learning resource center instructors, parent center chief examiners, language arts instructors, ABE coordinators, and former ABE/GED instructors. (*See Appendix F for a summary of readers' positions or titles.*) This diversity of background and expertise contributed to the overall effectiveness of the workshop objectives. (*See Appendix D for a description of the GED Writing Skills Workshop.*)



Evaluation Component

Evaluation Design

The major purpose of the evaluation component was to collect the data, perceptions, and observations at the local level necessary to determine the overall impact of the project. Two types of information, statistical and narrative, were collected.

The statistical and technical data, regarding candidate demographic information and analysis of the writing samples submitted from Iowa's local centers, were collected and reported by GEDTS. Iowa collected the narrative and perceptual observations via three evaluation instruments: Iowa GED Writing Skills Pilot Project Evaluation Survey, Iowa GED Writing Skills Pilot Project Teacher Evaluation Survey, and Iowa GED Writing Skills Pilot Project Student Evaluation Survey. (*See Appendix C for copies of the evaluation instruments and the procedures established for data collection.*)

Evaluation Results

This section of the report is divided into two subsections: statistical information and survey information. In both subsections, the evaluation questions are presented in the order in which they appeared on the Iowa GED Writing Skills Pilot Project Evaluation Survey, followed by the summarized results submitted by the merged area schools' parent center chief examiners and ABE coordinators.

Statistical Information

1. Number of persons who:

No.	%	
1,302	66	a. received instruction through ABE/GED classes in expository writing skills but did not take the essay.
300	15	b. received instruction through ABE/GED classes in expository writing skills and completed the essay.
382	19	c. did not receive instruction in expository writing skills but completed the essay.

613 **2. Number of testing sessions in which the essay was administered.**

(How many different times was the essay test given during the reporting period?)

5-15 **3. Approximate number of additional hours per week devoted exclusively to the management and administration of the essay project during the pilot project. (Determine how much additional time was required of administrators and examiners to include the essay as a part of the GED test battery; including time spent actually scoring the essays and test administration time.)**

Survey Information

1. Identify additional costs incurred by the local test district during the writing skills project. (Identify specific cost factors, i.e., staff development, reader payment costs, etc. Do not include regular on-going program costs such as examiner's and coordinator's salaries, benefits, etc. Identify only costs directly related to the writing skills project.)

a. Which local cost factors are most important in projecting costs for 1988, if the essay is included in the 1988 GED test battery?

It is difficult to adequately determine all of the significant cost factors involved during a three-month pilot project. However, the most important factors in projecting costs were reader costs, staff development and implementation of additional procedures to accommodate the writing component.

During the pilot project, many readers volunteered their time to holistically score the essays. However, if the writing component becomes a reality, the readers will have to be paid. The readers would generally be reimbursed at the current instructor rate or an equivalent hourly rate.

The additional staff development costs would be for reimbursing staff for the extra time required to learn holistic scoring procedures and stay current on additional policies and procedures. A major cost factor at the state level

would be the position of a state chief essay reader. (*See Summary section for further discussion.*)

The additional costs involved to develop and implement the writing component should be thoroughly evaluated by GEDTS before a final decision is made on the inclusion of the writing component. The costs incurred in Iowa during the pilot project varied by test site. The analysis indicates they could be managed at the state and local level if additional funding becomes available for the GED testing program. Strategies and procedures would have to be developed to make the writing component economically feasible at the local level. States that use local scoring, yet have a GED delivery system significantly different than Iowa's, will have to ascertain their own cost factors to determine the feasibility of implementing the writing component.

2. Describe the following local procedures implemented during the pilot project period.

a. How often was the essay test administered? (Check all that apply.)

No.	%	
10	34	1. 2-4 times per week
4	14	2. weekly
2	7	3. bi-monthly
4	14	4. monthly
9	31	5. Other (explain)

The evaluation reports indicated that the essay was administered whenever the need for testing arose. This procedure is possible where testing is conducted on an as needed basis.

b. What type of schedule was established for scoring the essay tests? (Check all that apply.)

No.	%	
0	0	1. Once each day
6	32	2. Once each week
0	0	3. Once each month
13	68	4. As needed (explain)

The testing centers discovered that a scoring session should not be conducted until there is a minimum of 12-15 essays to be scored.

c. Describe the procedures used to coordinate efforts between the instructional component and testing component during the pilot project.

Iowa's instructional and testing delivery system allowed for a well-coordinated effort between the two components of the pilot project. Two primary procedures were used to coordinate the components: (1) weekly and/or monthly meetings between the site leader and adult basic education coordinator, and (2) daily communication among the site leaders, ABE coordinators, ABE instructors, essay readers, and parent center chief examiners.

The communication strategies enabled site leaders and essay readers to be aware of referrals of GED candidates for testing from the instructional classes. The site leaders also reported the results of the writing component to the ABE coordinators, instructors, and GED candidates.

d. Describe the coordination procedures established between the parent center and satellite center(s) during the pilot project (coordination of testing, scoring, instruction, etc.).

During the pilot project the writing component was administered in the parent centers, satellite centers, and transportation sites, but was scored only at the parent centers. This procedure ensured adequate control of the holistic scoring process. The readers scored the essays on a scheduled basis. In most cases the results were mailed to the GED candidates.

The disadvantage of this procedure was not being able to immediately report writing test results to the GED candidates. The turnaround time between testing and score reporting varied from one to three weeks. If the writing component is included in the 1988 test battery, procedural modifications should be explored to determine the quickest, most effective way to provide test results.

3. Describe the instructional strategies and materials used in preparing GED candidates for the essay test.

The instructional component utilized a variety of instructional strategies and materials to teach expository writing skills. The primary strategy was to encourage GED candidates to develop writing skills by submitting writing samples to the instructors. The instructors, most of whom were trained in holistic scoring techniques, could help the candidates improve their writing skills. The instructors used a variety of curriculum resources including commercially prepared materials, instructor-prepared materials, GEDTS curriculum materials, and GED candidates' life experiences, interests, and skills.

A general observation indicates there is a dearth of published materials designed specifically to teach expository writing skills to adults. However, through a joint effort of GEDTS and the publishers, curriculum materials concentrating on the effective teaching of writing skills to GED candidates will soon be on the market. This trend will rapidly accelerate if the writing component is included in the 1988 test battery.

a. Describe which strategies and materials appeared most effective in writing skills preparation.

The major strategy which appeared most effective in writing skills preparation was encouraging GED candidates to write about their life experiences, interests, and skills. The training of instructors in holistic scoring principles and techniques complemented this strategy. This training enabled the instructors to help the candidates improve their writing skills and prepare them to take the writing component. It was observed that the candidates felt comfortable writing on topics they knew best—their own backgrounds and life experiences.

Instructors will continue to evaluate the effectiveness of commercially prepared writing skills materials as they become available.

4. Was test topic security a problem during the pilot test? (Since there was only one topic per test battery, did the topic question become "common knowledge" to the candidates prior to taking the writing skills test? If so, in what ways were the essay test scores affected by this knowledge?)

Topic security was one of the concerns at the beginning of the project. GEDTS established procedures to provide for topic security. New topics were sent to the site leaders on a scheduled basis to guard against any topic becoming common knowledge to the candidates. This procedure appeared to be effective and should be a standard procedure in 1988 if the writing component is included.

Since new topics were sent on a scheduled basis, the topics generally did not become common knowledge. Therefore, prior knowledge of any given topic had no significant effect on essay test scores.

5. **Do you feel the candidates would have felt more comfortable taking the essay test if they could have selected a topic from two or three topics per test battery as opposed to writing on an assigned topic?**

The GED candidates' response to topic selection was evenly divided. Approximately 50 percent indicated they did not want to choose the topic on which to write, and 50 percent said they would have preferred to choose their topic.

The single topic concept appears to be the preferred strategy from a logistical and holistic scoring point of view. A single topic requires only one set of range-finder papers at a time and avoids confusion on the part of the essay readers. It is also easier to administer when the readers meet for a scoring session. If the readers are scoring 25 to 100 papers in a session, it is much easier to score one topic than to score multiple topics.

6. **Discuss additional or new procedures that would need to be implemented in the local test district if the essay is included in the 1988 GED test battery.**

The evaluations indicate that Iowa's GED delivery system is adequate to implement the proposed writing component. The main procedure that would need to be implemented would be selecting, training, and qualifying readers to score the essays. During the pilot project, this was handled through a statewide writing skills workshop. This procedure was effective for qualifying potential readers to score the essays. However, it would be necessary to create a position of a statewide chief essay reader to implement the proposed writing component. (*See Summary section for further discussion of the chief essay reader concept.*)

7. **Discuss any significant problems and concerns that were observed during the pilot project.**

Two major concerns arose during the pilot project: cost factors associated with the writing component, and the turnaround time between testing, scoring, and reporting the essay score to the GED candidate.

The cost factors associated with the writing component have been identified in another section of this report. If the writing component becomes a reality, specific strategies must be explored at the local and state level to offset the additional costs of the writing component.

One of the critical concerns is the turnaround time required between testing, scoring, and reporting the essay score to the GED candidate. One of the advantages of a multiple choice test battery is that it can be scored locally and the results conveyed to the candidate as soon as a test is completed. Given the nature of the holistic scoring process (two required readings), it is impractical and not cost effective to provide immediate results. Therefore, the practice of immediate feedback to the candidate is compromised. If the writing component is included in the 1988 test battery, strategies should be formulated to streamline the holistic scoring process without significantly affecting test validity and reliability. This would make the inclusion of the writing component in line with the local scoring/immediate feedback concept and would still meet the overall objective of measuring expository writing skills.

8. **List any overall recommendations concerning the evaluation writing skills project.**

The recommendations are:

1. A statewide process must be established to reduce the turnaround time between test administration, scoring, and reporting of results to the GED candidates. Given the process of essay test administration and holistic scoring procedures, immediate feedback (one to two days) for essay results is not considered practical. However, an acceptable turnaround time would be within a range of seven to 10 working days.

2. Funding strategies at the local, state, and national level should be formulated to offset the additional costs involved in the writing component. A study, conducted by GEDTS, of all state administrators to determine potential costs and logistics of the writing component would provide realistic perceptions that should be considered before a final decision is made about inclusion of the writing component in the 1988 test battery.

3. A staff development model for initial and supplemental training of essay readers must be established to maintain acceptable levels of test reliability and validity.

4. State administrators for GED testing must conduct feasibility studies in their own states to determine the impact on their current GED test delivery system and any modifications needed to accommodate the writing component. This is of major importance to states with local test scoring and reporting procedures.

5. Feasibility and implementation studies could be funded through the use of special demonstration and research projects. The funding source could be money set aside under the Adult Education Act for special demonstration projects.

Conclusions, Recommendations, and Summary

Conclusions

The project conclusions are based on the information presented in the Evaluation Results section of this report. The conclusions are:

1. The merged area school ABE/GED instructional programs have integrated the teaching of expository writing skills into the ABE/GED curriculum. This instructional strategy will be continued even if the essay component is not included in the 1988 GED test battery.
2. The essay component was effectively administered, scored, and reported at the local level using the existing statewide GED testing structure.
3. The instructional component of the project contributed significantly to the overall preparation and readiness of the GED candidates to write the pilot essay during the testing component of the project.
4. The strategy of holistic scoring meets the overall objectives of efficient, effective, reliable, and valid scoring of the essay at the local level.
5. The training of GED teachers and essay readers was critical to adequately coordinate the instructional and testing components and to reliably and consistently score the essays using the holistic scoring procedure.
6. The local procedures, established by each testing district during the pilot project, allowed for maximum utilization of district personnel, fiscal resources, and logistics for governing the essay component. The local procedures were established in relation to general project guidelines developed by GEDTS and the DPI.

Project Recommendations

The following recommendations are based on observations by project participants. The project recommendations are:

1. A process should be implemented for local administration, scoring, and reporting results of essay tests if the decision is made to include the essay section in the 1988 GED test battery. Iowa's pilot project could serve as a prototype for other states that use local scoring procedures.
2. Coordination and cooperation between the instructional program and the testing program proved beneficial in providing the GED candidate with the skill and confidence to take the essay test, and should be continued.
3. The essay topics should be rotated on a pre-determined basis by GEDTS to prevent familiarity with any given topic by potential GED candidates.
4. Other research projects should be established to study other issues relative to the essay component before a final decision is made about its inclusion in the 1988 GED test battery. (*See Recommendations for Further Research section for further discussion.*)
5. A national staff development model must be established at the national, state, and local levels to ensure a coordinated effort for inclusion of the essay component in the 1988 GED test battery. (*See Summary section for further discussion.*)

Recommendations for Further Research

The following recommendations are based on perceptions and observations of project participants which were not directly reflected in the writing skills project evaluation design. These recommendations should be perceived as possible areas for further inquiry before a final decision is made about including the essay section in the 1988 GED test battery. The recommendations are:

1. Create a state-level position for a chief essay reader. (*See Summary section for further discussion.*)
2. Administer the essay to handicapped populations.
3. Develop and use appropriate curriculum materials and instructional methodologies for teaching expository writing skills.
4. Develop follow-up studies with employers and GED candidates who have completed the essay, to determine if candidates possess the appropriate writing skills to communicate effectively in the market place.
5. Explore emerging technologies for administering and scoring the essays, such as electronic mail and computerized administration and scoring.
6. Review existing state delivery systems for GED testing to determine if modifications from existing administrative structures would need to be implemented to accomodate the inclusion of the essay component in the GED test battery.

Summary

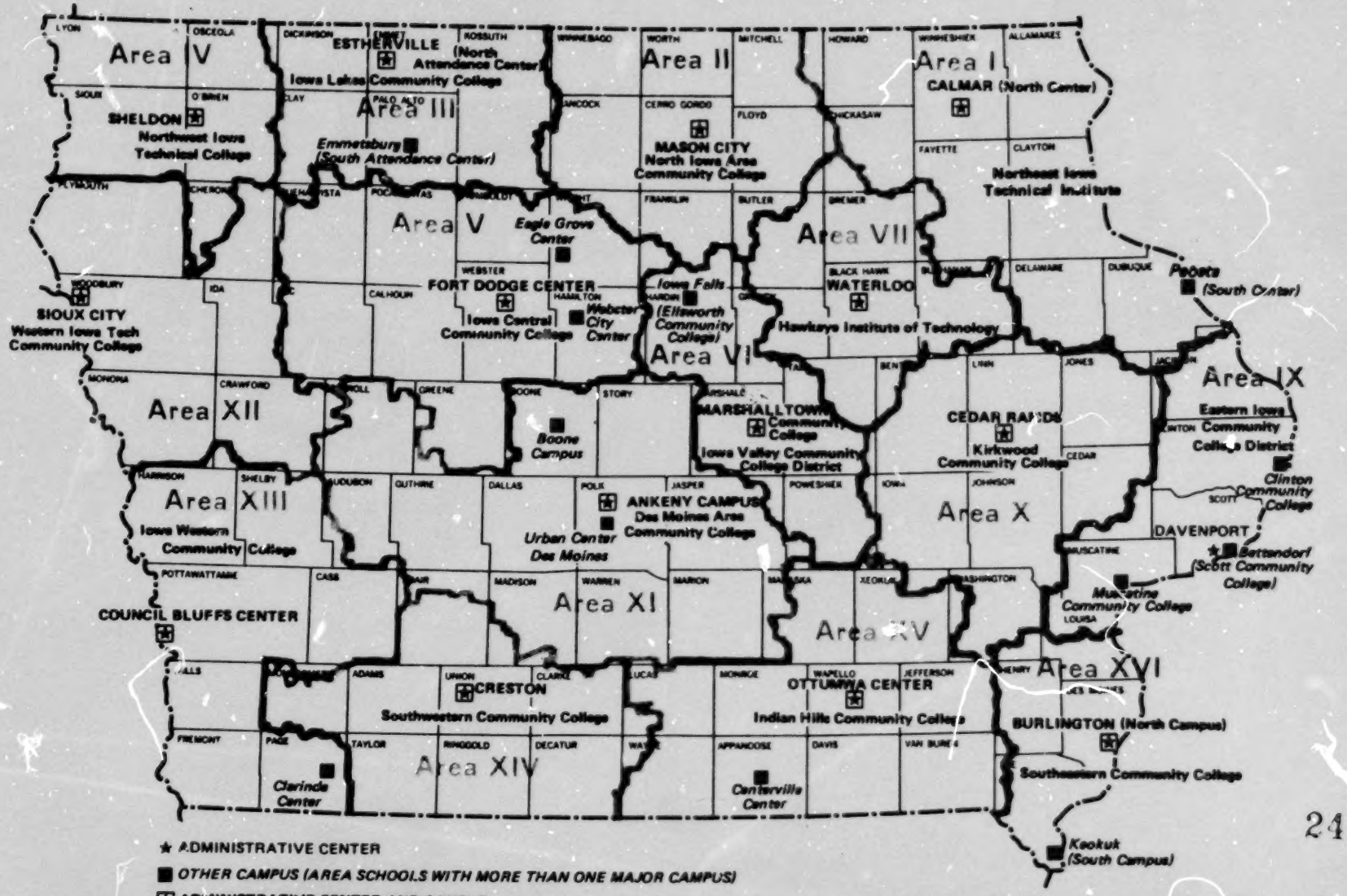
One of the issues which the Iowa GED Writing Skills Pilot Project did not address was the concept of a chief essay reader for the state. If the essay is included as a part of the GED test battery scheduled for release in 1988 it will be necessary to create a position for a state chief essay reader. This position would perform three prime functions: (1) serve as the liaison between the state and GEDTS to keep current on trends in essay strategies and procedures, (2) train new persons to qualify as readers to score the essays, and (3) review and score a random sample of essays from the testing centers, on a pre-determined basis, to ensure that scoring procedures are consistent and valid statewide.

If the strategy of locally scoring essays is to become a reality, the chief essay reader's position must be an integral part of the overall administration and organizational structure of any statewide GED testing program. The primary role of the chief essay reader is to ensure the quality and integrity of the essay tests. The issue of establishing the position of a chief essay reader must be explored and strategies formulated prior to implementation of the proposed essay tests in 1988.

In retrospect, Iowa's pilot project experience had a significant statewide impact on the way the inclusion of a essay component on the GED test battery could be accomplished. However, this inclusion on a national basis must be perceived as a gradual, well-planned process. It will require major decisions by GED state administrators and a well-planned staff development effort at the national, state, and local levels. The Iowa pilot project would not have been successfully implemented if the communication channels at these levels had not been clearly identified and utilized. The inclusion of an essay component can be successfully implemented at the state and local levels if planning and effective communication strategies are formulated and utilized.

APPENDICES

Merged Area Schools



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GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. S., Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY SUPERINTENDENT

Appendix B

NO.: 85.015

DATE: September 15, 1984

TO: ABE Coordinators, Parent Center Chief GED Examiners, Doug Whiteney, and Richard Swartz

FROM: Adult Education Section/Guidance Services Section

SUBJECT: The Iowa Writing Skills Pilot Project

Introduction

The purpose of this memorandum is to outline potential strategies and time frames concerning the Writing Skills Pilot Project that Iowa will be conducting in cooperation with GEDTS. This information is based on our recent telenetwork meetings and subsequent dialogues and discussions with local examiners/coordinators and GEDTS. The strategies and time frames presented will serve as a basis for our October 10, 1984, face-to-face meeting.

The goals of the Writing Skills Pilot Project are: (1) determine the practicality of scoring the writing sample section of the new test battery at the local level; (2) determine which instructional strategies and methodologies can best be utilized in teaching expository writing skills; (3) determine which new strategies and methodologies would have to be implemented and/or changed from existing practices in testing centers if the writing sample were included in the 1988 GED test battery; (4) provide GED Testing Service with the necessary statistical and evaluative data to assist in determining the overall effectiveness of the project; (5) provide the state of Iowa, local test centers, and GED instructional programs with evaluative data to determine potential local costs, personnel changes, etc., if the writing sample were included in the 1988 GED test battery; and (6) serve as a national model for other states which have local scoring procedures in the establishment and implementation of procedures for local scoring of the writing sample if it is included in the 1988 GED test battery.

Dates	Events
July, 1984	— Initial discussion relative to overall project design with GEDTS.
August-September, 1984	— Various telenetwork discussions with ABE coordinators and parent center chief examiners regarding project strategies.
October 10, 1984	— Face-to-face meeting to continue discussion relative to the different facets of the project.

Dates	Events
October-December, 1984	— Local selection of readers by ABE coordinators and parent center chief examiners, including three readers per test district. — Curriculum materials sent from GEDTS to ABE coordinators. — Dissemination of curriculum materials to ABE/GED instructional staff. — Local determination of the number of GED candidates to participate in the pilot project by ABE coordinators and parent center chief examiners. — Local selection of ABE/GED teachers to be involved in the instructional component of the project and attend the instructional/scoring workshop conducted by GEDTS.
January-February, 1985	— Begin instructional strategies with GEDTS instructional materials by selected ABE/GED teachers. — Coordinate instructional component with testing component by local ABE coordinators and parent center chief examiners. — All readers, selected teachers, and coordinators participate in one-day statewide workshop conducted by GEDTS.
February 1-May 1, 1985	— Receive testing materials and instructions from GEDTS. — Implement testing component of writing skills project. — Send results of individual tests to GEDTS for analysis. — Coordination of instructional and testing component by ABE coordinators, site leaders, and parent center chief examiners. — Telenetwork meeting with ABE coordinators, site leaders, and parent center chief examiners to determine progress of testing component. — Submit evaluation report to DPI on project results.
July, 1985	— Joint presentation by GEDTS and DPI at GED State Administrators National Conference on project results.

The major objective of the instructional phase is to test the instructional strategies and methodologies in developing expository writing skills. The instructional phase would be implemented four to six weeks before the testing phase (phase two) to allow adequate lead time before actually allowing GED candidates to submit writing samples under testing conditions specified by GEDTS.

A statewide teacher/reader workshop will be held around mid-January. The workshop would include all readers and teachers involved in both phases of the project. The workshop would key on two specific areas: (1) a review and discussion of instructional strategies and curriculum materials and (2) training in holistic scoring procedures. The teachers and readers would be involved in the instructional strategies session and the holistic scoring training session. The workshop will be conducted by Richard Swartz from GEDTS and in all probability will be a one-day workshop. The department will reimburse workshop expenditures (i.e. travel, meals, lodging). The workshop will be held approximately two weeks prior to the implementation of phase two, but two weeks after the implementation of phase one. This should allow the teachers enough time to become familiar with the instructional materials prior to the workshop and also allow the readers enough lead time to feel comfortable with holistic scoring concepts prior to implementation of phase two.

Phase two would begin around February 1, 1985, and would continue through mid or late April. A three to four month test component should be adequate to obtain the data, perceptions, and observations needed by GEDTS, DPI, and local testing centers to evaluate the total project in Iowa. Specific strategies involving phase two will be forthcoming as they are jointly developed at the local, state, and national levels.

Summary

The Writing Skills Pilot Project has potential national significance in determining the feasibility of scoring writing tests at the local level. In order to ensure the success of the project, it is of utmost importance that all ABE coordinators and parent center chief examiners be involved. This is a statewide effort and is probably the most significant statewide research project in which we, as professional persons involved in the "GED Experience" concept, will be involved. By working together we will have a definite voice in assisting GEDTS to determine the future direction of the GED testing program for 1988.

If you have any questions or comments prior to the October 10, 1984, meeting, please feel free to contact John Giles, Doug, or Richard.

Sincerely,

John Hartwig

Consultant, Adult Education
Area Schools Division

Giles J. Smith

Chief, Guidance Services Section
Pupil Personnel Services Branch

JH:GJS:jac

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

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ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David M. Bechtel, M. S., Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY SUPERINTENDENT

Appendix C

NO. 85.017

DATE: January 1, 1985

TO: ABE Coordinators/Parent Center Chief GED Examiners

FROM: Adult Education/Guidance Service Sections

SUBJECT: Evaluation Format for the Iowa GED Writing Skills Pilot Project

Introduction

The purpose of this memorandum is to outline strategies relative to the evaluation component of the Iowa GED Writing Skills Pilot Project. Enclosed are copies of the three evaluation surveys to be used at the conclusion of the project (April 30, 1985). The major purpose of the evaluation component is to collect the necessary data, perceptions, and observations at the local level to determine the overall impact of the project.

There will be two separate evaluation processes occurring simultaneously. First, GEDTS will provide the statistical and technical evaluation regarding the analysis of the writing samples submitted from Iowa's local centers during phase two of the project. GEDTS will also be analyzing the results from the other national pilot projects (in Maryland, New Jersey, Washington, D.C.), currently being implemented. Second, Iowa will provide the narrative and perceptual observations as contained in the enclosed evaluation format.

Iowa GED Writing Skills Pilot Project Evaluation Survey

The survey is designed to obtain the data and narrative responses necessary to evaluate the effectiveness of the Writing Skills Pilot Project. The final report will be compiled by the DPI with the results sent to all coordinators and examiners. A presentation on the project results will be made at the GED State Administrator's Conference in July or August, 1985, at Reno, Nevada.

The survey is divided into two sections. Section I provides the statistical information. It is designed to obtain the necessary data to assist in the evaluation process. It is important to note the relationships among and between questions 1a, 1b and 1c. The total of questions 1a plus 1b, equals the number of persons who received instruction through ABE/GED classes in expository writing skills. The total of questions 1b plus 1c equals the number of persons tested with the essay. Thus it is important that these three reporting categories reflect an unduplicated head count in order to calculate the total number of persons who received instruction in expository writing skills and the total number of persons tested with the essay. Question 2 identifies the number of test administrations of the writing essay during the pilot project period, February 1, 1985, through April 30, 1985. Question 3 identifies the number of additional hours required to manage and administer the writing skills project, including test administration and scoring time.

Section II is the survey response. It is designed to provide narrative comment on several different aspects of the project. When completing the narrative section, be specific in your response. Please provide typewritten responses on all statistical and narrative questions. If more space is needed on the narrative section, attach additional sheets and identify the specific question.

Iowa GED Writing Skills Pilot Project Teacher Evaluation Survey

The teacher evaluation survey is designed to provide input from the ABE/GED instructors who participated in the instructional component (phase one). It is constructed to provide input to key questions on the main project survey to be completed by the ABE coordinators and parent center chief examiners. The cross references between the questions on the two surveys are as follows:

Project Survey Question #	Teacher Survey Question #
3	3
3a	4
4	5
5	6
6	7
7	8

Each teacher involved in the project should complete a teacher survey form at the end of the pilot test phase (April 30, 1985). These forms should be collected and analyzed by the ABE coordinator and/or parent center chief examiner to complete the project survey questionnaire. The teacher survey forms should be retained at the local level and not sent in with the main survey results.

Iowa GED Writing Skills Pilot Project Student Evaluation Survey

The student evaluation survey is designed to provide input from the GED candidates who completed the essay. The student survey should be completed by each candidate who finishes the essay during phase two of the Writing Skills Pilot Project. The survey is constructed to provide input to answer key questions on the main project survey. The cross references between the questions on the two surveys are as follows:

Project Survey Question #	Student Survey Question #
4a	3
5	4

The student responses should be collected and analyzed by the ABE coordinator and/or parent center chief examiner to complete the project survey questionnaire. The student survey forms should be retained at the local level and not sent in with the main survey results.

Summary

The survey should not be completed until all persons involved with the project have had an opportunity for input. The survey is due to John by May 10, 1985.

If you have further questions, please contact Giles or John.

Sincerely,

John Hartwig, Consultant
Adult Education Section
Area Schools Division

Giles J. Smith, Chief
Guidance Services Section
Pupil Personnel Services Branch

JH:GJS:jac

Enclosure

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319-0146

AES-3
DUE: MAY 10, 1985

Iowa GED Writing Skills Pilot Project Evaluation Survey

Center Number _____ Parent Test Center _____

Section I: Statistical Information

1. Number of persons who:

Exhibit

_____ a. received instruction through ABE/GED classes in expository writing skills but did not take the essay.

_____ b. received instruction through ABE/GED classes in expository writing skills and completed the essay.

_____ c. did not receive instruction in expository writing skills but completed the essay.

_____ 2. Number of testing sessions in which the essay was administered. (How many different times was the essay test given during the reporting period?)

_____ 3. Approximate number of additional hours devoted exclusively to the management and administration of the essay project during the pilot project. (Determine how much additional time was required of administrators and examiners to include the essay as a part of the GED test battery; including time spent actually scoring the essays and test administration time.)

Section II: Survey Information

1. Identify additional costs incurred by the local test district during the writing skills project. (Identify specific cost factors, i.e., staff development, reader payment costs, etc. Do not include regular on-going program costs such as examiner's and coordinator's salaries, benefits, etc. Identify only costs directly related to the writing skills project.)

   a. Which local cost factors are most important in projecting costs for 1988, if the essay is included in the 1988 GED test battery?

2. Describe the following local procedures implemented during the pilot project period.

   a. How often was the test administered? (Check all that apply.)

   _____ 1. 2-4 times per week
   _____ 2. weekly
   _____ 3. bi-monthly
   _____ 4. monthly
   _____ 5. Other (explain)

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b. What type of schedule was established for scoring the essay tests? (Check all that apply.)

_____ 1. Once each day
_____ 2. Once each week
_____ 3. Once each month
_____ 4. As needed (explain)

Exhibit

c. Describe the procedures used to coordinate efforts between the instructional component and testing component during the pilot project.

d. Describe the coordination procedures established between the parent center and satellite center(s) during the pilot project (coordination of testing, scoring, instruction, etc.).

3. Describe the instructional strategies and materials used in preparing GED candidates for the essay test.

a. Describe which strategies and materials appeared most effective in writing skills preparation.

4. Was test topic security a problem during the pilot test? (Since there was only one topic per test battery, did the topic question become "common knowledge" to the candidates prior to taking the writing skills test? If so, in what ways were the essay test scores affected by this knowledge?

5. Do you feel the candidates would have felt more comfortable taking the essay test if they could have selected a topic from two or three topics per test battery as opposed to writing on an assigned topic?

6. Discuss additional or new procedures that would need to be implemented in the local test district if the essay is included in the 1988 GED test battery.

7. Discuss any significant problems and concerns that were observed during the pilot project.

8. List any recommendations concerning the evaluation of the writing skills project.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319-0146

Iowa GED Writing Skills Pilot Project
Student Evaluation Survey

___ ___ 1. During the writing project, did your teacher assign writing exercises to you?
yes no

_____ a. About how many essays did you complete?
_____ b. About how many hours did you spend during the project talking with your teacher about your essay test results?
_____ c. Check if your teacher did not assign any writing exercises.
_____ d. Check if you did not take a GED class before taking the tests.
If you checked question 1c or 1d, please go to question 4.

___ ___ 2. Do you think your writing abilities improved because you wrote essays and discussed the results with your
yes no teacher?

a. If yes, did your writing abilities improve significantly? (Please explain.)

_____
_____
_____
_____
_____

Exhibit

b. Was the improvement worth the effort it took to write the practice essays? (Please explain.)

_____
_____
_____
_____
_____

___ ___ 3. Were you aware of the actual topics being used for the writing essay?
yes no

___ ___ a. If YES in question 3, did this affect the way you prepared?
yes no

If YES in question 3a, how?

_____
_____
_____
_____
_____

___ ___
yes no b. If YES in question 3, did your knowledge of the topics affect your essay performance?

If YES, in what way?

___ ___ 4. Would you have been more comfortable if you had been given a choice of essay topics on which to write?
yes no

a. If YES, why?

Exhibit

b. If NO, why not?

5. Please share any other reactions you had to the writing project.

State of Iowa AES-5
DEPARTMENT OF PUBLIC INSTRUCTION
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319-0146

Iowa GED Writing Skills Pilot Project
Teacher Evaluation Survey

1. During the writing project, did you assign writing exercises to your students?

_____ a. About how many essays did each student complete?
_____ b. About how many hours did you spend during the project grading essays and communicating the results to students?
c. If you did not assign essays before the writing project began, please explain.

_____
_____
_____

Exhibit

If essays were not assigned before the project began, go to question 3.

2. Do you think your students' writing abilities improved because you assigned and graded essays? (Check all that apply.)

_____ a. Did their abilities improve significantly?
_____ b. Was the improvement worth your extra efforts?
c. If students' writing abilities did not improve, please explain.

3. Describe the instructional strategies and materials you used in preparing GED candidates for the writing test.

a. Materials:
_____
_____
_____

b. Strategies:
_____
_____
_____

4. Which instructional materials and strategies appeared most effective?
_____
_____
_____

5. Once the essay component of the project began, were you aware of the actual topics being used?

a. If yes, did this knowledge affect the way you prepared students? (Please explain.)
_____
_____
_____

b. If yes, did this knowledge affect the test performance of these students? (Please explain.)

6. Do you think the students would have been more comfortable if they had been given a choice of topics on which to write? (Please explain.)

Exhibit

7. If the essays are added to the GED tests for 1988, what changes (if any) will you make in the way you prepare your students?

8. List any significant problems or concerns that you experienced during the writing pilot project.

The General Educational Development Testing Service

OF THE AMERICAN COUNCIL ON EDUCATION ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

202-833-4680

MEMORANDUM

TO: Site Leaders for the Iowa Essay Project

FROM: Rich Swartz

DATE: January 24, 1985

SUBJECT: Essay Scoring Materials

Enclosed please find the materials you will need to begin administering and scoring the GED Essay Test in your testing centers.
Please check to see that you have received all of the items listed below.

1. Answer sheets (quantity sufficient for all examinees to be tested from Feb. 1 to April 30, 1985).
2. Topic sheet **This is a secure document and should be handled as an operational test form** (5 copies per site).
3. Cover sheet for essay scores (10 copies per site).
4. Scores and interpretations for rangefinder papers and samples (1 copy for site leader).
5. Scoring guide (1 copy for each reader at the site).
6. GED essay scoring procedures (1 copy for site leader).
7. Instructions for administering the GED Essay Test (2 copies per site).

Essay score report and interpretation forms (for examinees) are now being printed and will be shipped to you shortly. If you did not receive any of these materials, or received insufficient quantities, please call me at 202-833-4770. Thank you for your cooperation, and good luck with the project!

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

ESSAY QUESTION—Form A

Directions: You have 30 minutes to write on the topic which appears in the box on the opposite side of this page. You will receive no credit for writing on a topic other than the one assigned.

The essay question is designed to let you show how well you can write. How well you write is more important than how much you write, but you should write enough to fully support the ideas you present. Be sure to organize your thoughts and express them clearly.

Write legibly and use a ballpoint pen so that the evaluators will be able to read your writing. Write only on the two lined pages provided in your answer sheet. You will have enough space if you write on every line and keep your handwriting to a reasonable size.

RECORD OF ESSAY SCORES

Sequence: _____

Reader Number:_____ Site Number:_____

Essay Registration Number	**Score**

(After entering all scores, fold the form on the dotted line and return it, with essays, to the appropriate individual.)

Exhibit

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GED Essay Scoring Procedures

Iowa

Scoring Schedules

Scoring schedules will be established by individual testing centers. For example, in a center which has qualified readers at its immediate disposal, the readers may score essays while examinees are still completing additional sections of the test battery. Other centers may wish to arrange for all essay scoring to occur on one or two days scheduled each week in coordination with the testing schedule.

Handling of Essays

After an examinee completes an essay, a copy of the assigned topic and a cover sheet (see sample) will be attached. *Note: The Writing Skills standard score should not be entered on the answer sheet until all scoring of the essay has been completed.* The cover sheet and essay(s) will be delivered to the first of two readers for scoring. The first reader will record a score for each essay on the cover sheet and then return the cover sheet and essays. After the completed cover sheet has been removed, a new cover sheet is attached to the essays, which are then delivered to a second reader. (If it is more convenient, the first reader could attach a new cover sheet to the essays and deliver them to the second reader directly.) Upon receipt of the second cover sheet and the essays, the person assigned will transfer the scores from the second cover sheet onto the first and check to be certain that the two scores for an essay *do not vary by more than one score point.* For example, two identical scores (two 3's) or two contiguous scores (a 3 and a 4) are acceptable, but any non-contiguous scores (a 3 and a 5, or a 3 and a 1) are not acceptable. Essays for which scores do vary more than one score point must be read independently by a third reader. If two readings are sufficient, the two scores can be added together to form a total raw score for the essay ranging from two to 12. (A formula for determining a composite score of essay and multiple choice will be provided later in the study; initially, examinees will receive a separate essay score and multiple choice writing skills score.) If three readings are required on an essay, the three scores are added together and multiplied by .667. The nearest whole number is the reported raw essay score. *The raw essay score reported to examinees will always be the combined score of two (or three) readers, ranging from two to 12.*

Coordination by Site Leaders

The responsibilities of the site leaders are to function as the third reader to resolve discrepant (non-contiguous) scores at their sites and to periodically distribute new rangefinders and sample papers and review them with the essay readers at their sites.

Prior to scoring any essays written by examinees, site leaders will receive from GEDTS a copy of the topic, a scoring guide for that topic, and a set of rangefinders and sample papers for that topic, accompanied by a narrative rationale for the scores assigned to each paper. Upon receipt of these materials, the site leaders will review the new topic and score the rangefinders *before* referring to the scores provided by GEDTS. Site leaders should then review the GEDTS explanation of the scores for the rangefinders. This explanation will indicate how the papers in the rangefinders differ from each other and corresponds to the appropriate point in the scoring guide. When site leaders are comfortable with the scores for the rangefinders, they may then score the additional sample papers and again, review the GEDTS explanation of scores. When the site leaders are thoroughly familiar with all of the rangefinders and sample papers for the new topic, they may distribute the rangefinders to the essay readers at their site, preferably just prior to the time when readers will be scoring actual examinee papers. The rangefinders and sample papers should be reviewed in a group meeting, if possible, so that the papers and scores may be discussed and the site leader can offer explanations for the scores. This procedure will be followed each time a new topic is issued. Also, new sample papers will occasionally be distributed by GEDTS to reinforce scoring standards for a topic currently in use.

Periodically throughout the project, site leaders will review procedures and perceptions of scoring standards with GEDTS via a telenet. In this way, agreement among all site leaders and GEDTS on scoring standards can be assessed. If the essay were to become operational, a chief reader would be assigned for the state (probably as a consultant to the Department of Public Instruction). The chief reader's responsibilities would be to function as the liaison with GEDTS, to train new readers as necessary, and to regularly monitor scoring standards at all parent centers to ensure uniformity.

Scoring Procedures

Because readers at local sites will not have the benefits of reinforcement offered by highly structured scoring sessions, some special provisions must be made for maintaining accuracy during actual scoring sessions. Upon receipt of an essay or essays for scoring, the reader should first review the assigned topic in order to become familiar with the task assigned. Next, the reader should review the scoring guide and the set of rangefinder papers provided for that topic and maintained on file by the reader. The same set of rangefinders will be used by all readers to score essays on a particular topic. The reader should review the appropriate set of rangefinders at the beginning of every scoring *session*, not before scoring every *paper*. The reader's purpose in this review is to become re-oriented to the established scoring standards for the assigned topic. When the reader once again feels comfortable with the standards as defined by the rangefinders, he or she may begin to read and score the essay(s) in relation to those standards.

Of course, it is to be expected that after repeated contact with the rangefinders, readers will find the task of returning to those papers either dull or unnecessary. To address this possibility and to keep readers' sense of standards fresh, new sets of sample papers will periodically be sent to readers, via the site leaders, for scoring. Readers will score these sample papers and discuss their scores with the site leader. In addition, replacements to papers in the set of rangefinders will occasionally be provided.

Reporting of Essay Scores

After essay scores have been compiled from the cover sheets, *the combined raw total* (always to be expressed in a whole number from two to 12) may be reported to examinees according to local procedures and schedules. Each raw score reported to an examinee should be accompanied by a score interpretation form, which will be provided by GEDTS.

Submission of Completed Answer Sheets to GEDTS

Parent center chief examiners will forward all scored essays to GEDTS in prepaid envelopes at the end of each calendar month. Essays can be forwarded more frequently if the local centers wish. The following information must be submitted with each essay:

1. the two (or three) scores given to the essay by readers; these scores may be reported on the cover sheet "Record of Essay Scores" provided by GEDTS. The grid at the bottom of the Essay Answer sheet *should not be used to report scores*;

2. the letter indicating the topic used (to be entered in the first column of field six on the answer sheet);

3. the site designation (D-S, to be entered in the second column of field six on the answer sheet);

4. the examinee's GED Writing Skills Test standard score. *Note: the Writing Skills standard score should not be entered on the answer sheet until all scoring of the essay has been completed.*

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Instructions for Administering the GED Essay Test

1. **Distribution of Essay Answer Sheets**

   Normally, examinees who are taking the GED Writing Skills Test (Test 1) will complete the GED Essay Test first. The Essay Test may be administered *after* the Writing Skills Test if a particular testing center prefers.

   After all necessary information has been entered on the answer sheet according to the instructions below, examinees should be given the essay topic on a separate sheet and informed that they will have 30 minutes to complete the writing exercise. Timing of the writing exercise should begin when examinees are given the topic.

2. **Instructions for Completion of the Essay Answer Sheets**

   The following specific instructions—in upper case printing—should be read to examinees taking the essay test. Using these instructions will help ensure that all examinees have the same information before beginning the tests.

   First, distribute *only* the essay answer sheets (not the topic sheets). Then say:

   YOU WILL BE PARTICIPATING IN A STUDY INVOLVING THE WRITING OF ESSAYS BY GED EXAMINEES. THE WRITING YOU DO IN THIS STUDY WILL BE EVALUATED, BUT THE SCORE WILL NOT COUNT TOWARD YOUR TOTAL GED SCORE. THE RESULTS OF THIS STUDY WILL HELP TO DETERMINE THE CONTENT OF FUTURE GED TESTS, SO IT IS IMPORTANT THAT YOU DO AS WELL AS YOU CAN ON THIS TEST.

   YOU MAY NOT USE A DICTIONARY, THESAURUS, OR REFERENCE MATERIAL DURING THE ESSAY TEST. THESE MATERIALS ARE PROHIBITED TO ENSURE THAT ALL EXAMINEES ARE FAIRLY TESTED UNDER UNIFORM CONDITIONS.

   PLEASE LISTEN CAREFULLY TO THE INSTRUCTIONS FOR COMPLETING YOUR ANSWER SHEET. USE ONLY A #2 PENCIL TO COMPLETE THE FRONT SECTION OF THE ANSWER SHEET. DOES ANYONE NEED A PENCIL?

   Distribute pencils as required, then say:

   BEGINNING AT THE LEFT BOX IN ITEM #1, PRINT YOUR LAST NAME, ONE LETTER TO A BOX. LEAVE A SPACE, AND THEN PRINT YOUR FIRST INITIAL AND YOUR MIDDLE INITIAL. BLACKEN THE CORRECT CIRCLES BELOW THE LETTERS YOU HAVE WRITTEN.

   IN ITEM #2, ENTER YOUR SOCIAL SECURITY NUMBER AND BLACKEN THE CORRECT CIRCLES BELOW THE NUMBERS.

IN ITEM #3, BLACKEN THE CIRCLES FOR YOUR AGE.

IN ITEM #4, MARK TODAY'S MONTH, DAY, AND YEAR.

IN ITEM #5, MARK EITHER MALE OR FEMALE.

IN ITEM #6, BLACKEN THE FOLLOWING LETTERS: Examiners should tell examinees what letters to enter in item #6. Enter the letter identifying the essay topic (printed at the top of the topic sheet) in the first column. Enter the letter identifying the testing site (D-S) in the second column. *Note: if you do not know the letter designated for your testing site, contact your Parent Center Chief Examiner.*

IN ITEM #7, MARK THE APPROPRIATE RESPONSE FOR YOUR RACIAL/ETHNIC BACKGROUND.

IN ITEM #8, MARK THE APPROPRIATE RESPONSE FOR YOUR HIGHEST GRADE COMPLETED.

ARE THERE ANY QUESTIONS ABOUT THE INFORMATION YOU NEED TO ENTER?

Answer any questions, and then say:

PLEASE PUT YOUR PENCILS AWAY AND TAKE OUT A BALLPOINT OR FELT-TIPPED PEN.

Distribute pens if necessary. YOU WILL USE A PEN TO WRITE YOUR ESSAY.

TURN TO PAGE 3 OF THE ANSWER SHEET AND PRINT YOUR LAST NAME AND FIRST INITIAL IN THE BOX AT THE TOP OF THE PAGE.

I WILL NOW DISTRIBUTE THE ESSAY TOPICS. PLEASE DO NOT TURN THE TOPIC SHEET OVER UNTIL I HAVE TOLD YOU TO DO SO. Distribute one topic sheet to each examinee, laying the papers *with the instructions side up* on the desk. When all examinees have a topic sheet, say:

YOU WILL HAVE 30 MINUTES TO COMPLETE THE WRITING TEST. READ THE DIRECTIONS PROVIDED.

ARE THERE ANY QUESTIONS?

TURN THE TOPIC SHEET OVER AND BEGIN WORK. After giving the instruction to begin work, you should begin timing the test administration. During the examination, check to see that examinees are using a pen to do their writing, and that they are writing in the appropriate space in the answer sheet. At the end of the 30 minute testing period, say:

TIME IS UP. PLEASE PUT YOUR PENS DOWN. WE WILL NOW COLLECT THE ESSAY SHEETS AND ANSWER SHEETS. If you are continuing with the GED testing, you should instruct examinees to put their pens away and use their pencils throughout the remainder of the tests.

Use the above instructions each time the essay tests are given. *Be sure to state the time limit at each administration.*

GED Essay Score Report Form

(Examinee's Name) Total Score (2-12)

Exhibit

Signature of Chief Examiner

How to Interpret Your GED Essay Score

The essay test you completed as a part of the GED Writing Skills Test is part of an experimental study being conducted by the GED Testing Service and the Iowa Department of Public Instruction. Your participation in this study will help to determine the content of future GED tests. We appreciate your cooperation!

Because the test is part of an experimental study, your score on the essay *did not affect* your GED test score. Your writing was read and scored independently by two trained readers. The readers scored papers on the basis of the *overall* quality of the writing. All aspects of writing, including organization, supporting reasons and details, and correctness, were considered together. Readers did not count errors or value any particular skill—like spelling or punctuation—as more important than another.

Readers scored each essay on a scale from one (low) to six (high).

The scores from two readers were combined to form a single total score that ranges from two to 12. Below are brief descriptions of the qualities of papers at different points on the score scale.

Total Score	Description
8-12	Papers in this range show a proficiency in writing. Those scored at the high end of the range (11-12) are usually written in an interesting style or take a unique approach toward the topic. Papers in the 8-12 range are well-organized: they present ideas in an orderly way and support the ideas with sufficient details and examples. Some of these papers (especially those in the 8-9 range) may have a few errors in sentence structure, punctuation, or spelling, but the general impression is that the writer can use correct written English.
5-7	Papers in this middle range of scores show some weaknesses in writing. The papers are not particularly well-organized; that is, they often do not express a clear main idea or do not provide enough supporting details and examples for the main idea. The errors in papers in this range are often so numerous that they interfere with the point the writer is trying to make.
2-4	Papers at this level of the score range show serious weaknesses in writing. These papers usually are not organized in a way that conveys a clear view on the topic. The papers often are so brief, undeveloped, or full of errors that the ideas expressed by the writer cannot be understood or appreciated by a reader.

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT
ESSAY ANSWER SHEET

USE ONLY A #2 PENCIL TO COMPLETE THE FOLLOWING SECTION. In the spaces provided below, enter the information requested. Where boxes are provided, enter the information in the boxes first and then blacken the corresponding circles in each column below. Blacken only one circle in each column. Enter the first ten letters of your last name, your first initial and middle initial in box 1. If your last name is longer than the space will allow, enter as a much as will fit.

① LAST NAME | FI | MI

② SOCIAL SECURITY NUMBER

③ AGE

④ TODAY'S DATE

	DAY	YEAR
JAN		1984
FEB		1985
MAR	0	1986
APR	1 1	1987
MAY	2 2	1988
JUN	3 3	1989
JUL	4	1990
AUG	5	1991
SEP	6	1992
OCT	7	1993
NOV	8	1994
DEC	9	

⑤ SEX
- MALE
- FEMALE

⑥ TEST FORM

Exhibit

⑦ RACIAL/ETHNIC BACKGROUND (MARK ONLY ONE)
- AMERICAN INDIAN/ALASKAN NATIVE
- ASIAN/PACIFIC ISLANDER
- BLACK-NOT HISPANIC
- BLACK/HISPANIC
- CHICANO/MEXICAN AMERICAN
- WHITE-NOT HISPANIC
- OTHER

⑧ HIGHEST GRADE COMPLETED
- 6th or lower
- 7
- 8
- 9
- 10
- 11
- 12

FOR OFFICE USE ONLY

WRITING SKILLS STANDARD SCORE

DO NOT WRITE BELOW THIS LINE

READER NUMBER

READER NUMBER

READER NUMBER

READER NUMBER

READER NUMBER

READER NUMBER

10638

DO NOT MARK IN THIS AREA

DO NOT

WRITE IN

THIS AREA

Begin writing here. Use the reverse side of this sheet if you need more space.
USE A BALLPOINT PEN TO WRITE YOUR COMPOSITION.

Exhibit

DO NOT WRITE IN THIS AREA

Exhibit

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GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. S., Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY SUPERINTENDENT

Appendix D

NO: 85.028

DATE: November 1, 1984

TO: ABE Coordinators/Parent Center Chief GED Examiners

FROM: Adult Education/Guidance Services Section

SUBJECT: GED Writing Skills Workshop

Introduction

The purpose of this memorandum is to provide guidelines for the GED Writing Skills Workshop scheduled for January 15, 1985, at Des Moines Area Community College in the Conference Center. The snowdates are January 23, 1985, and January 30, 1985. This workshop is being conducted as part of the Iowa Writing Skills Pilot Project which is being conducted as a cooperative venture with GED Testing Service. Richard Swartz, from GED Testing Service, will be the workshop presenter. A map of Des Moines Area Community College, identifying the location of the Conference Center, is enclosed.

The goals of the workshop are to: (1) discuss writing skills instructional strategies and procedures; (2) demonstrate the principles and techniques of holistic scoring procedures; and (3) qualify potential writing skills essay readers to score the GED candidates' essays during the pilot test phase of the GED Writing Skills Pilot Project, February 1, 1985 to April 30, 1985.

Agenda

The workshop agenda is as follows:

8:00 - 8:30 a.m.	Coffee, rolls, and get acquainted
8:30 - 9:00 a.m.	Review of the Iowa Writing Skills Project protocol
9:00 - 10:30 a.m.	Introduction to holistic scoring, including practice scoring exercises
10:30 - 10:45 a.m.	Break

10:45 - 12:00 p.m.	Reader qualification exercise
12:00 - 12:45 p.m.	Lunch
12:45 - 2:00 p.m.	Teaching implications and strategies: open forum - general discussion
2:00 - 2:15 p.m.	Break
2:15 - 3:00 p.m.	Continued discussion of teaching implications and strategies
3:00 p.m.	Adjournment

Allowable Costs

The Department will reimburse expenditures (travel, meals, and lodging) for a maximum of six participants per merged area school. The allowable costs are:

1. Mileage: reimbursed at institutional rate but not to exceed 24 cents/mile round trip from place of residence to workshop site and return. (Workshop participants are encouraged to car pool to keep costs reasonable.)

2. Meals: reimbursement for meals incurred for the time spent in workshop activities. Maximum meal rates allowed are:
   a. $3.00 breakfast
   b. $3.25 lunch
   c. $7.75 dinner

3. Lodging: not to exceed $25.00 plus tax per person. (Workshop participants are encouraged to share a room to keep costs reasonable.)

   These rates are in accordance with State of Iowa reimbursement guidelines.

Each ABE coordinator and/or parent center chief examiner should submit an ATT-2 to John for reimbursement of workshop expenditures. The ATT-2 should identify the activity title as "GED Writing Skills Workshop." Expenditures will be reimbursed as part of the Adult Education Section's quarterly reimbursement procedure on ABE program and teacher training monies.

The two motels which are within reasonable commuting distance of Des Moines Area Community College are:

1. Bavarian Inn
   5220 N.E. 14th Street
   Des Moines, Iowa 50313
   1-800-528-1234 or 515-265-5611

2. Best Western Inn
   I-35
   Ankeny, Iowa 50021
   515-964-1717

The Bavarian Inn room rates are:

1. Single - $28.00 plus tax
2. Double (1 bed, 2 persons) - $33.00 plus tax
3. Double (2 beds, 2 persons) - $35.00 plus tax

The Best Western Inn room rates are:

1. Single - $27.50 plus tax
2. Double (1 bed, 2 persons) - $31.50 plus tax
3. Double (2 beds, 2 persons) - $37.00 plus tax

These are special discounted rates for participants attending the Writing Skills Workshop. If you choose to make room reservations at either motel, be sure to indicate you will be attending the GED Writing Skills Workshop to be held at Des Moines Area Community College on January 15, 1985, to receive the discounted room rates. We would encourage you to make your room reservations early. You may choose to stay at another area motel.

Workshop Participant Selection

Workshop participants should represent two distinct groups. For the instructional component (phase one) lead GED teachers and instructors should be selected. For the essay reading and scoring component (phase two) a minimum of three persons should be selected to qualify as readers and scorers. Each ABE coordinator will receive 20 sets of instructional materials from GED Testing Service (Richard Swartz) around the first part of December. This will give the instructional staff approximately three to four weeks prior to the workshop to become familiar with their instructional content. This strategy will correlate with the beginning of the instructional component of the project (phase one) which is scheduled for implementation around January 1, 1985.

Each merged area school should select a minimum of three persons to qualify as writing skills essay readers to read and score the GED candidates' writing samples during the testing phase (phase two - February 1, 1985 through April 30, 1985) of the GED Writing Skills Pilot Project. Each essay will require an independent reading by two different readers and a reading by a third reader in cases when scores differ by more than one scale point on the holistic scoring scale. (Refer to the handout entitled "GED Essay Scoring Protocol" which Richard Swartz disseminated at the October 10, 1984, state GED meeting for further details and procedures.)

The persons selected to qualify as writing skills essay readers can not be currently teaching ABE/GED classes and should meet as many of the following criteria as possible:

1. Background in teaching of writing skills or language arts
2. Demonstrated ability to write effectively
3. Teaching experience in adult and/or secondary education
4. Willingness to accept established essay scoring standards (open to the concepts and principles of holistic scoring procedures)
5. Familiarity with GED test administration procedures and practices.

Summary

Enclosed is a workshop registration form. Please complete and return it to John. Bill Johnson has suggested that a display table should be set up for sharing of writing skills curriculum materials currently being utilized in ABE/GED classes. If you would like to share your materials, please bring them for the display table. If you have any questions on workshop procedures, etc., please contact us.

Sincerely,

John Hartwig
Consultant, Adult Education
Area Schools Division

Giles J. Smith, Chief
Guidance Services Section
Pupil Personnel Services Branch

JH:GJS:jac

Enclosure

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ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. S., Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY SUPERINTENDENT

Appendix E

NO: 85.042

DATE: December 16, 1984

TO: ABE Coordinators/Parent Center Chief GED Examiners

FROM: Adult Education/Guidance Services Section

SUBJECT: Strategies and Procedures for Phase One and Phase Two of the Iowa GED Writing Skills Pilot Project

Introduction

The purpose of this memorandum is to outline specific strategies and procedures for phase one (instructional component, January 1, 1985 - April 30, 1985) and phase two (testing component, February 1, 1985 - April 30, 1985) of the Iowa GED Writing Skills Pilot Project. In order for the project results to be reliable and valid, certain procedures should be followed. These procedures and strategies will ensure the overall success of the project.

Phase I Procedures

The instructional component of the project officially begins January 1, 1985. However, implementation of phase one can begin as soon as all ABE coordinators have received and disseminated the instructional materials sent by Richard Swartz from GED Testing Service. Copies of the instructional materials should be shared with the following groups: (1) GED instructional staff who will be directly involved in teaching expository writing skills during the project, (2) readers who will be scoring the essays during phase two, (3) parent center chief examiners and, (4) GED candidates who will be involved in the writing skills workshop. Both instructional staff and readers should have a thorough knowledge of the instructional materials prior to the workshop. This strategy will facilitate achieving the workshop goals and objectives. The instructional staff should begin teaching the writing skills in GED classes as soon as possible. The ABE coordinators are encouraged to bring samples of other instructional materials designed for teaching expository writing skills for the display table at the workshop.

Phase II Procedures

The testing component of the project begins February 1, 1985, and ends April 30, 1985. During phase two, the following procedures should be coordinated by the parent center chief examiners:

1. **Participation of GED candidates to take the essay test**. All candidates, who will take the current writing skills test (Test 1) during phase two, should take the essay test. However, this is voluntary on the part of the candidate. This should not present a problem due to the fact that 85 to 90 percent of the candidates will have received instruction in expository writing skills prior to taking the essay test. The process of candidate participation should be coordinated with the ABE coordinator.

2. **Coordination and scoring of the essay tests**. This will involve establishment and implementation of local procedures for test administration and scoring by the qualified readers.

3. **Collection of all data and information for evaluation reports**. Richard Swartz will be sending the parent center chief examiners the standard data collection forms around January 20, 1985. He will provide a specific set of instructions relative to data collection, scoring procedures, and sending the information to GEDTS. This procedure will be very similar to the one established during the "item tryout" project conducted by GEDTS in which Iowa was involved approximately two years ago.

   Each candidate who complete the essay test should also complete the student evaluation survey sent to you as part of the total evaluation packet. If you need more surveys, please feel free to produce additional copies or contact John for additional copies.

4. **Completion of the "Iowa GED Writing Skills Project Evaluation Survey."** The survey should be completed and submitted to John as soon after phase two is completed as possible. The due date is May 20, 1985. The information gained from the teacher and candidate surveys should assist in this process.

Summary

The phase one and phase two procedures should be followed in line with local procedures established for the project. If you have questions, please contact Giles or John.

Sincerely,

John Hartwig
Consultant, Adult Education
Area Schools Division

Giles J. Smith, Chief
Guidance Services Section
Pupil Personnel Services Branch

JH:GJS:jac

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Appendix F

Summary of Writing Skills Essay Readers' Positions or Titles

The following list is a summary of the types of positions or titles held by persons who qualified as readers for the Iowa Writing Skills Pilot Project.

Position or Title	Number
Adult Basic Education Coordinator	9
Parent Center Chief GED Examiner	10
Alternate GED Examiner	11
Learning Center Coordinator	5
Learning Center Instructor	15
Correspondence Coordinator	1
English Instructor	4
Librarian	2
Academic Principal	1
Writer/Editor	1
	59

Appendix G

Iowa Writing Skills Pilot Project Site Leader/Chief Reader and Other Reader I.D. Numbers by Merged Area School

Merged Area School District	Reader	I.D. Number
I		
Northeast Iowa Technical Institute	*Kathy Hartle	D 60
Box 400	Laurie Magnusson	D 63
Calmar, Iowa 52132	Patricia Running	D 69
I		
Northeast Iowa Technical Institute	*Joyce Brittain	E 60
R.R. #1	Kathy Henning	E 61
Peosta, Iowa 52068	Ruth Oyloe	E 62
II		
North Iowa Area Community College	*Linda Schmidt	F 60
500 College Drive	Ann Folkers	F 61
Mason City, Iowa 50401	Sally Becker	F 62
III		
Iowa Lakes Community College	*Don Johnson	G 60
Continuing Education Dept.	Dallas Freeman	G 61
300 S. 18th Street	Mariel Johnson	G 62
Estherville, Iowa 51334		
IV		
Northwest Iowa Technical College	*Wayne Reed	H 60
Highway 18 West	Bonnie Jongerius	H 61
Sheldon, Iowa 51201	Sandy Bruns	H 62

Merged Area School District	Reader	I.D. Number
V		
Iowa Central Community College	*Linda Sievert	I 60
330 Avenue "M"	Carol Ebner	I 61
Fort Dodge, Iowa 50501	Jean Spittal	I 62
VI		
Iowa Valley Community College Dist.	*Laura Schinnow	J 60
Continuing Education Center	George Rinehart	J 61
3700 South Center, Box 536	Ronald Christensen	J 62
Marshalltown, Iowa 50158	Ronald Palumbo	J 63
VII		
Hawkeye Institute of Technology	*Charmaine Carney	K 60
844 W. 4th, Box 8015	Craig Wason	K 61
Waterloo, Iowa 50704	Rae Goodwin	K 62
	Carol Steckelberg	K 63
IX		
Muscatine Community College	*Dona Eckhardt	L 60
152 Colorado Street	Beth Parks	L 61
Muscatine, Iowa 52761	Ann Hermann	L 62
	Anne Bowbeer	L 63
	Loretta Baker	L 64
	Nancy Kothenbeutel	L 65
X		
Kirkwood Community College	*Lowell Rutz	M 60
Ninth Street & 18th Ave. SW	Kay Nebergall	M 61
Box 2068, Lincoln Center	Mary Dodson	M 62
Cedar Rapids, Iowa 52404	George Maybanks	M 63

Merged Area School District	Reader	I.D. Number
XI		
Des Moines Area Community College	*Bill Johnson	N 60
2006 Ankeny Boulevard	Sheri Husak	N 61
Ankeny, Iowa 50021	Donna Bruggioni	N 62
XII		
Western Iowa Tech Community College	*Jane Sellen	O 60
4647 Stone Avenue	James Goff	O 61
P. O. Box 265	Donna Lewallen	O 62
Sioux City, Iowa 51102	Glenda Paulson	O 63
	Dana Wall	O 64
XIII		
Iowa Western Community College	*Dennis Eitmann	P 60
2700 College Road, Box 4C	Kay Bird	P 61
Council Bluffs, Iowa 51502	Nadine Keith	P 62
XIV		
Southwestern Community College	*Barb Stephens	Q 60
1501 W. Townline	Carole Stanger	Q 61
Creston, Iowa 50801	Leonard Kuhre	Q 62
XV		
Indian Hills Community College	*Don Job	R 60
Ottumwa Center, Admin. Bldg.	Darrel Enz	R 61
Ottumwa Heights Campus	Mark Vogel	R 62
Ottumwa, Iowa 52501	Joan Rourke	R 63

Merged Area School District	Reader	I.D. Number
XVI		
Southeastern Cor..munity College	*Ruth Ann Sandrock	S 60
Drawer F, Highway 406 and Gear Ave.	Laurie Paule	S 61
West Burlington, Iowa 52655	Mary Schweizer	S 62
	Eva Lou Meyer	S 63

***Indicates site leader/chief reader**